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AUTHOR Giles, Louise  
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## ABSTRACT

Community college libraries tend to be the pace setters for change in libraries. As the new media have been introduced into libraries, ways have been found to integrate them into the library to create multimedia resource collections. In addition to traditional library services, instructional design, materials production, computer operation, printing services, bookstores, learning labs, and information networks are possible future library responsibilities. New guidelines for library staff and facilities are emerging, in keeping with new trends of library service. Future trends may include: wider availability of computer output microfilm; wider community use through lifetime learning and college-without-walls programs; increased telecommunications and television use; more involvement in communication networks; and metamorphosis of the library into a campus-wide educational resources system. (LS)

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ON THE CUTTING EDGE OF CHANGE:

THE COMMUNITY COLLEGE LIBRARY/LEARNING RESOURCE CENTER

By Louise Giles

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During the last decade or so, the impetus of social, political and educational change has inevitably led to change in the field of librarianship. The steadily flowing production and publication of a variety and volume of print and nonprint media, too, has perhaps been just as great a factor in causing change in library practice. Since this decade of "newer media" paralleled a decade of rapid growth and development in community colleges, community college libraries, particularly, have tended to be on the "cutting edge" of change.

Today, everyone preaches "change" and "innovation" in library practice, though the majority of us still do not practice it as yet. However, I do not agree with Wasserman who feels that "Libraries are failing because they are tied inexorably to the past. . . They fail as they identify with the status quo rather than with the forces of change sweeping our planet."

Always conservative, librarians have been slow to espouse change, but in recent years, perhaps sparked by the enthusiasm of the younger generation of professionals, the mass of librarians have begun to realize the necessity of abandoning solely traditional objectives and replacing them with objectives which permit them to fill the changing educational, social, and political needs of the present day.

Librarians have only come to this realization slowly and are in the torturous process of coming to grips with it. Therefore, I do not feel we can say we have failed, rather we have not yet finished trying to meet the challenge.

Formerly, libraries existed as separate entities. Then, audio-visual departments started to develop either separately or as a part of the library. It was still possible for a while for librarians to think, "That is not my responsibility," and shove the newer and stranger-looking educational materials over to the AV man. But, today, it is no longer possible to avoid the responsibility: for better or for worse, we now share the "turf" of educational technology with the media specialists and it must be admitted that there are sometimes "territorial tensions."

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## New Dimensions in Community College Library/Learning Resource Centers

Greater involvement with the newer media has made undisputed impact on the work of the community college librarian and of other librarians. There has been a radical change in the materials and equipment that we handle. In addition to being responsible for the traditional books, periodicals, recordings, and films, librarians are now responsible for handling media production services including slides, audio tapes, transparencies, video services such as videotape recorders, video cassettes, television studios, individualized instruction services such as dial access, computer-assisted instruction, and learning laboratories. And the selection, purchase, distribution, maintenance and storing of same! Community college librarians and other librarians are now "into" computerization of various library operations, including cataloging; test administration; individualized instruction; instructional design; external degree programs and many, many other here-to-fore unheard-of areas.

Far more important than amassing an inventory of hardware and software, though, librarians are also responsible for the development and implementation of a learning resources program or system which supports the utilization of media and facilities in a manner that is consistent with the curriculum. Brown, Norberg and Srygley aptly state, ". . . Contemporary education requires a systematically administered and technologically oriented media program that is considerably more than a simple combination of library and audiovisual resources. The key to this approach is not found in merely bringing together various educational media services under a new organizational title; it lies in the effective integration of those services with the processes of planning and implementing the entire instructional program."<sup>2</sup>

Most community college librarians today will agree with B. Lamar Johnson, who says: "The saturation of junior college campuses with multimedia instructional facilities is clearly an important aid to stimulating faculty members to creativity in teaching. This is completely consistent with the role and responsibility of the library in the instructional program."<sup>3</sup>

Community college librarians and/or media center administrators who wish to know specifically the basic components of a learning resources program are advised to refer to the "Guidelines for Two-Year College Learning Resources Programs."<sup>4</sup> It was printed in the January, 1973 issue of Audiovisual Instruction. Also copies may be ordered from the American Library Association or the Association for Educational Communications and Technology. This document was developed over a period of several years with the joint cooperation of the American Library Association (ACRL/CJCLS), the Association for Educational Communications and Technology, and the American Association of Community and Junior Colleges.

Implicit in the development of any learning resources program, of course, is the assumption that the developer will ask himself these questions: What are the goals of the institution? What is the institution's commitment to learning resources? Does the program meet the needs of curriculum and instruction?

The prevalence and abundance of new media, it can be seen, has influenced the materials that we handle and it has influenced our learning resources programs. I wish to point out further that it has influenced our:

1. Services
2. Staffing and Organization
3. Standards and Role

### Services

In 1960, the "Standards for Junior College Libraries" described the function of the library as one where the library was essentially responsible for serving as the center for curricular materials; being the focal point for cultural life on campus, providing bibliographic and reference services for faculty and students; and providing a "teaching" function by giving instruction in the use of books and the library to students and faculty.<sup>5</sup> But, the avalanche of print and nonprint media on the market has had its impact on services that librarians perform and are expected to perform. Today, the functions of community college librarians and other librarians defy such facile synthesis.

For example, examine carefully Brown, Norberg and Srygley's list of functions typically assigned to educational media units in higher education:

Participation in (but not full responsibility for) the design of instructional systems, a process involving the comprehensive analysis of human and nonhuman factors and their interrelations in teaching and learning

Circulation of printed materials, involving the use of modern information storage and retrieval systems

Circulation of motion pictures and other audiovisual materials and equipment for on-campus instructional purposes

Off-campus circulation of educational materials through extension services and/or by means of cooperative "service-area" programs

Customized production of instructional materials such as motion pictures, graphics, and photographic materials

Provision of facilities and coaching for faculty members and students to prepare their own inexpensive instructional materials, such as overhead transparencies, slides, and charts

Provision of services and facilities for large-group instruction, including open- and closed-circuit television and special classrooms designed for use by groups of varying sizes and equipped for the use of various media or for multimedia presentations

Television and radio broadcasting for regional and community education (in the broad sense) and for off-campus instruction of enrolled students

Provision of language laboratories and other electronic teaching or learning facilities for independent study and automated instruction

Monitoring of programmed instruction, including the use of teaching machines

Technical services such as the design, installation, maintenance, and operation of instructional equipment of all kinds, including television and radio transmitters, electronic components for language laboratories, classroom communication and student-response systems, projectors, magnetic recorders

Assistance in planning and designing new buildings and instructional facilities to promote efficient use of educational media

Inservice education and dissemination of information regarding instructional media developments, techniques, and research findings

Experimental development and trial of instructional devices, techniques, and materials

Professional education of specialists and generalists qualified to assume positions of leadership in planning and directing educational media programs and research in this area<sup>6</sup>

For community college librarians, however, a more succinct list of commonly-provided services is found in the "Guidelines":

1. Instructional development functions, which include task analysis, instructional design, evaluation, and related research.
2. Acquisition of learning materials, including cataloging and other related services.
3. Production.
4. User services which include reference, bibliographic circulation (print and non-print material), transmission or dissemination, and assistance to both faculty and students with the use of learning resources.
5. Other services, such as the computer operation, bookstore, campus duplicating or printing service, the learning or developmental lab, various auto-tutorial carrels or labs, tele-communications, or other information networks might be included within the functions and purposes of the college's overall organization and objectives.

One of the newer services that is being provided by community college librarians today is instructional design, often familiarly referred to as "I.D." Previously, when it existed, this service was most often found in a separate department, such as Research and Development, Instructional Development, etc., but today it is not uncommon to see "I.D." being provided in the community college library/learning resource center. The involvement in media, in individualized instruction and in instructional systems flows inevitably into involvement with instructional design.

Instructional design is, essentially, the "systematic planning and development of instruction."<sup>8</sup> There are many types of instructional design and these are utilized with many types of teaching methods and a wide variety of media. Therefore, a knowledge of media and of learning theory is necessary in order to be able to provide it. Some community college librarians see fit to avail themselves to in-service training opportunities in order to be able to perform this function. Others are fortunate enough to have on their staffs specialists in the area.

#### Staffing and Organization

The unit which provides educational media services in community colleges bears a varying array of names: Learning Resource Center, Learning Media Center, Learning Materials Center, Instructional Resources Center, Instructional Materials Center, Educational

Media Center, Media Center, etc. Usually, in a community college, this unit includes a library, but often the library is a separate administrative entity. Sometimes, on the other hand, the library serves as a kind of umbrella to shelter the unit. When the library and media unit are separate, the administrators are usually separate but equal (though not always) and report to the same boss. Occasionally library and media administrators report to different bosses.

When a library is included in a learning resources unit, the chief administrator is very often not a librarian. The most essential qualities in the head of a unit such as this are management ability, the ability to relate to people on all levels, and the ability to view the role of the LRC in relation to the total educational program. When a librarian has these qualities, he or she has as good a chance as anyone of being hired as the administrator.

This administrator, in a comprehensive LRC, is varyingly called: Director or Dean of Learning Resources (or Instructional Resources), Director of Library, Director of Library Services, Director of Library and Audiovisual, etc. When the media unit is separate from the library, the title of each is more traditional: Library Director/Audiovisual Director; Head Librarian/Director of Media Services; Librarian/Media Specialist; Coordinator of Library Services Coordinator of Media Services, etc. Figures 1, 2, 3, and 4 demonstrate some organizational patterns commonly found to be effective in community college library/learning resource centers. There are still many more organizational alternatives in current practice. Most will work effectively if you can assemble the right set of people in the right place at the right time and provide them with adequate materials to work with (and a little leadership).

Not so surprisingly, the varieties of positions in community college library/learning resource centers has increased. The LRC administrator has on his staff not only librarians and clerks, but media specialists, library technicians, audiovisual technicians, television engineers, teachers of individualized and/or developmental instruction, and in some cases, research specialists and computer programmers. A whole new field of "media people" has sprung up, so that the LRC administrator must employ a broader set of criteria in the recruiting, selection and supervision of personnel.

The definition and role of the media technician is still being defined. The May, 1973 issue of Audiovisual Instruction was devoted to a discussion of the definition, certification, and accreditation of educational media personnel. Jobs in Instructional Media by C. James Wallington and others (Department of Audiovisual Instruction, Washington, D.C. 1970) is a helpful basic reference which analyzes the work performed by media support personnel and identifies some schools in the country which provide media support training.

## The Role of the Community College Librarian

The gap is a large one between the 1970 "Standards,"<sup>9</sup> which referred to staffing mainly in terms of librarians and clerks and to functions in rather cautious definitions, and the 1972 "Guidelines" which address themselves to "well-qualified and experienced staff" in "areas of specialization" who perform duties relating to "learning materials" and "instructional systems."

In order to get from one stance to the other, a lot of soul-searching and role-searching had to take place in the community college library world over a period of years. Some faithful and persistent librarians worked hard to attempt to distill the essence of the feeling of community college librarians with regards to their professional responsibilities toward print and nonprint materials, instructional systems and equipment, learning resources programs, and ultimately our role in the community college field. Then, these librarians had to work with other media and education professionals in order to develop and re-edit the "Guidelines" so that they would be flexible enough and comprehensive enough to be embraced and supported by all related fields.

Though some community college librarians felt let down when we backed off the quantitative references in the "Standards" to the qualitative ones in the "Guidelines," many of us feel that the latter document represents a step forward. The "Guidelines" provide enough flexibility to meet the special needs of individual institutions and to deal with whatever new media we may be faced with in the future. In the publication of the "Guidelines," I feel we have sought, as Wasserman recommends, "a role positively linked with the achievement of specific and viable ends identified with human needs and with human aspirations."<sup>10</sup>

Community college librarians are encouraged to bring the "Guidelines" to the attention of their presidents and boards as they ponder together the types of educational media programs they should develop and/or maintain at their institutions.

### Physical Facilities

Evans and Neagley show perception in their comment that "new media has impact on the planning and building of the total educational facility."<sup>11</sup> All too often, building specifications for instructional facilities are developed by others, perhaps even outsiders, and the learning resources administrator is not called on the scene until after the fact.

Many community colleges are highly mediated and media is thoroughly integrated into their instructional systems. For such institutions, the involvement of the appropriate learning resources administrator in the specification of campus instructional facilities is most important.

In addition, the libraries themselves are extending out into the campuses. B. Lamar Johnson advises community college librarians to "Take all steps possible to extend the fingers of the multimedia library to all sections of the campus. It is important that the multimedia library not become a place, a single location--but that rather it become a service which permeates the entire college."<sup>12</sup> This is, in fact, happening in many community colleges today. A number of community college library/learning resource centers have the assignment of equipping, maintaining, and supervising one or more mediated, large-group instructional facilities, not to mention learning laboratories and satellite libraries.

It is evident, then, that abundant utilization of media greatly affects the campus physical facilities with regards to the design of electrical power systems; size, location, and types of buildings; furniture; and equipment. Furthermore, the combination of new media and new practices have a radical effect upon the LRC itself. More libraries are beginning to catalog print and nonprint materials and to interfile both in a common card or book catalog.

Richard L. Ducote, Dean of Learning Resources at the College of DuPage, says:

Librarians have been their own worst enemies in regard to cataloging nonbook materials. Of course we catalog books, label them, and put them on shelves, but we have continued to think of other types of materials--films, recordings, transparencies, tapes, etc.--as widely diverse entities in regard to their physical format. We have not properly focused on the similarity of content. As a result, the average library patron is confused, disturbed, and mystified. But in the cataloging on nonbook material, we have been dominated by format and not by content. A book or a film or a tape may all have a similar message on the life of Michelangelo, and yet because of our cataloging and housing systems, the book will be out on the shelves, the tape locked away in a storage cabinet on another floor, and the film over in another building. Even if the material is all cataloged in a single place, the task is still a formidable one. If it is not cataloged, it is an impossible one. Our approach to processing has been pretty much the same. Here, to a degree, we have been victims not so much of the format or the medium itself, as we have been of the agency of the manufacturer producing the material.<sup>13</sup>

The decision to catalog both print and nonprint materials, naturally, influences the interior design of the technical processing area and the selection of furniture and equipment therein. In the case of the College of DuPage, the decision to integrate the cataloging of materials led to the next logical step: the intershelving of materials. Intershelving, in its turn, had impact on the selection of shelving at DuPage and, in the case of some media, it necessitated specially-designed cartons for more convenience in labeling and shelving.

After experiencing several years of integrated cataloging and shelving, Robert A. Veihman, a learning resources staff member at DuPage, wrote:

In the three years of operation, our collection consists of 32,000 books, 600 filmloops, 1,200 filmstrips, 6 kits, 370 motion pictures, 2,300 phonodiscs, 24,000 slides, 440 study prints, 2,300 tapes, 900 transparencies. Even though it has been a long, difficult and expensive task to catalog and process all these items, we feel that it is the only way to make all materials easily accessible and retrievable to faculty members and students. We do not hesitate to shelve a small book next to a large book. Why should it concern us to shelve a small filmstrip next to a large book? Because we at the College of DuPage feel that learning may result from numerous means, we are trying to make all materials available to everyone. After all, this is our main function.

DuPage also successfully adopted the little-practiced<sup>Custom</sup> of "media browsing." Richard Ducote describes the student reaction to this unique service:

Once all of the intershelving had taken place, we set up incarrel alcoves, or little carrel arcade areas interspersed throughout the stacks, carrels that had permanent tape recorders, record players, film strip viewers, etc. The result of this was immediate and fantastic. It was and is quite exciting to see students browsing at a section of material, to find them selecting a book, a film loop, and perhaps a set of slides, and going over to one of the wet carrels to sort of program themselves. It has been highly accepted and received by the students and our use of nonbook material has simply skyrocketed . . . Because of the intershelving, the students are having a rather interesting impact on classroom teaching. A number of faculty

members have remarked that when they discussed a certain topic or dealt with a particular issue in a classroom situation, the students were making reference not only to books that they had read, but were citing a segment of a film, or referring to some charts that had been represented by a transparency. These were things that they had discovered themselves and were using as a questioning of or a reaction to what the faculty member was presenting. This can only have, in my opinion, a rather positive effect on the teaching that takes place at the College of DuPage, as well as on the quality and level of learning.<sup>15</sup>

### Dimensions of the Future

I've attempted here to point out the new, or contemporary, practices that exist in community college libraries as a result of the newer media and other factors. These are practices that are known to me and I am sure they are not so new to some librarians, but they will be to others. New media and new practices continue to pop up regularly and it is impossible for one person to be aware of them all. However, the important reminder that I wish to make is, in the words of Evans and Neagley: "Learning resources do not have an intrinsic value in themselves. Opportunities must be provided for staff to constantly upgrade their knowledge and skill in the application of technology to education."<sup>16</sup>

Another thing that should be kept in mind is that the learning resources administrator and his staff cannot implement their program alone. The administrator must constantly strive to persuade his President that a desire to implement the newer media and methods of instruction is successful to the degree that this commitment is unequivocally supported by the President, the administrators and the faculty of an institution.

And what of the future? We have recently been hearing doleful prophecies that "the bloom is off of higher education." It just might be more appropriate to change that prophecy to "the boom is off of higher education," for it appears that, though sharp enrollment increases will abate, community college enrollments, for varying reasons, are expected to continue to increase at a slower rate during the next five to ten year period.

Just for fun, let me "suppose" what might happen in community college library/learning resource centers during that period. I think there will be more and better kinds of individualized instruction methods and materials; instructional design will be

seen more often as a function of the LRC. Computerized cataloging, circulation, and acquisitions operations and computerized information retrieval systems will become more improved, more economical, and more accessible. Related to these, perhaps, computer output microfilm (COM) may become more available to the average agency.

LRC's may become involved in more and better external degree programs, such as Lifetime Learning, College Without Walls, etc. They will have more community use and will, themselves, venture more often into the community. There will be more use of television and telecommunications; cable television will come into its own--including two-way response systems. There will be more pressure for existing LRC's to become involved in cooperative systems and networks and for new LRC's to develop without the traditional, fixed and expensive physical facilities. And the river of new media materials that is being published and produced now will continue to flow unabatedly.

Anna Mary Lowrey says:

Educational technology has provided an outside impetus for librarianship to take an inside look at itself. The library profession must now address itself to objectives based on function performance, the learning it takes to accomplish these objectives, and the methodology to best achieve them. New theories will continue to emerge with impact for library leadership roles in technologically supported media centers. It is up to those in the library profession to determine whether technology will make us more mechanical and task oriented or will truly assist us to facilitate,<sup>17</sup> personalize, and humanize the library function.

The community college librarians who absorb this message will be able to deal effectively with the future.

**A SINGLE CAMPUS COMMUNITY COLLEGE**

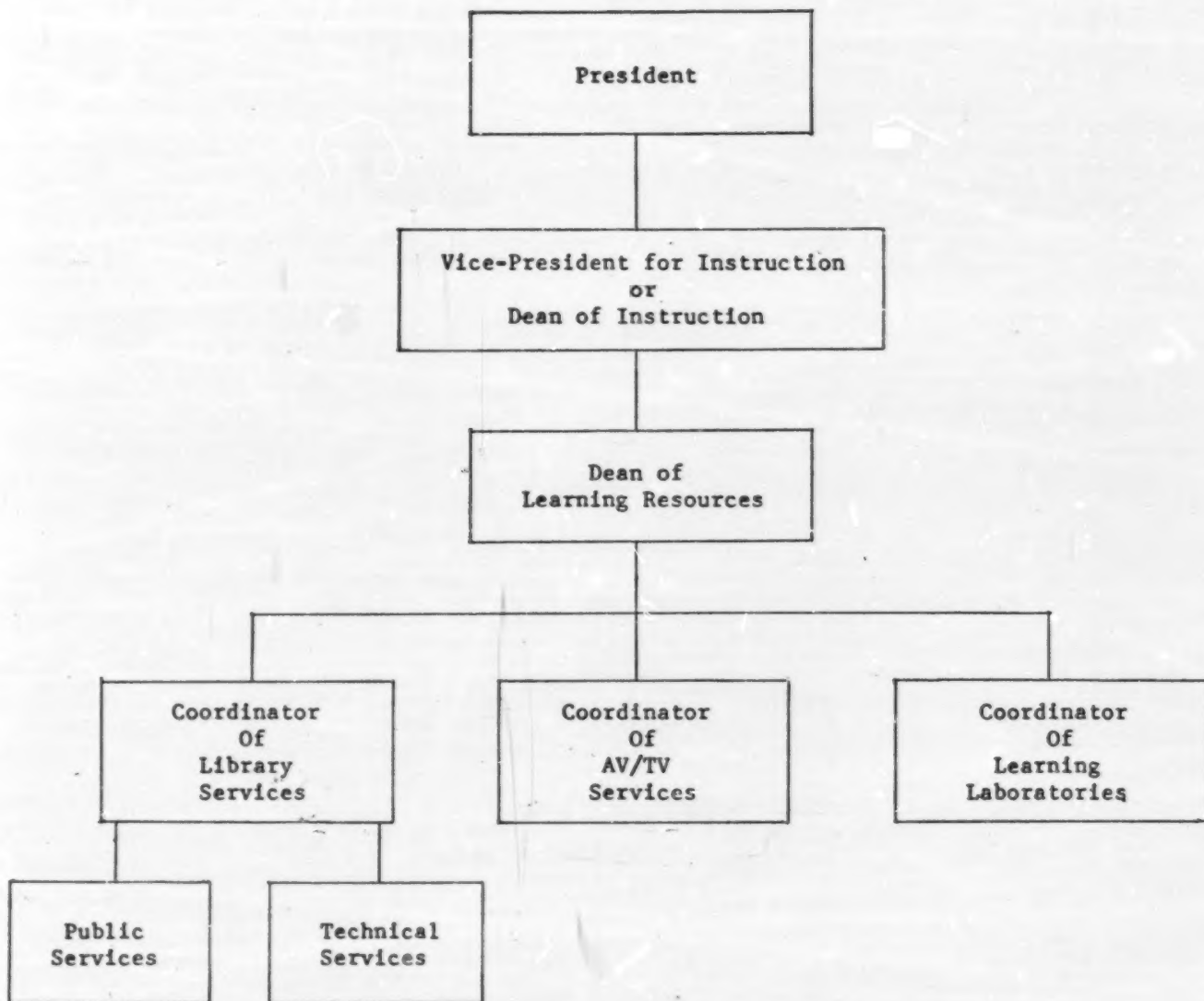


**figure 1**

A SINGLE CAMPUS COMMUNITY COLLEGE

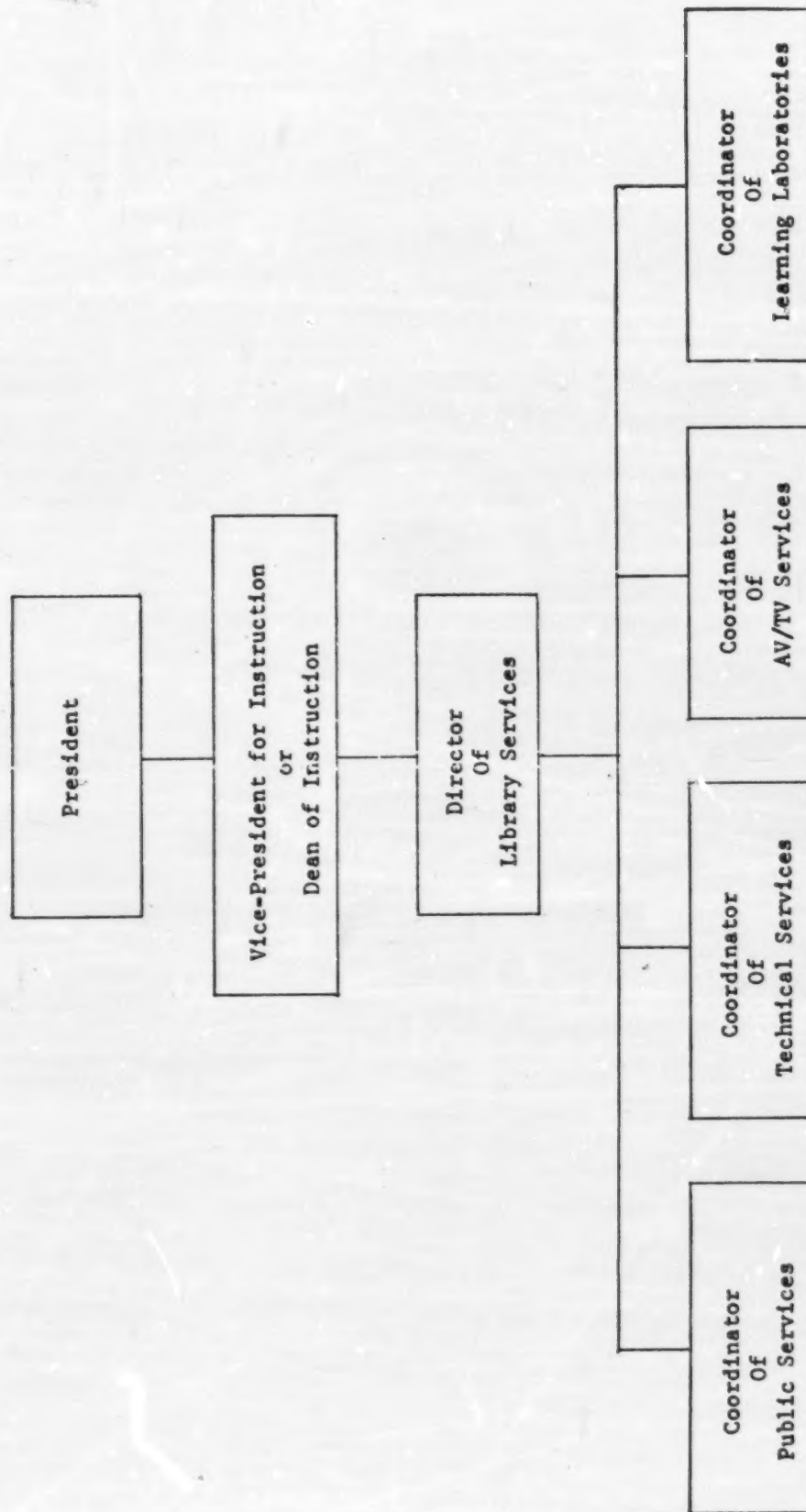


figure 2

# A MULTI-CAMPUS COMMUNITY COLLEGE

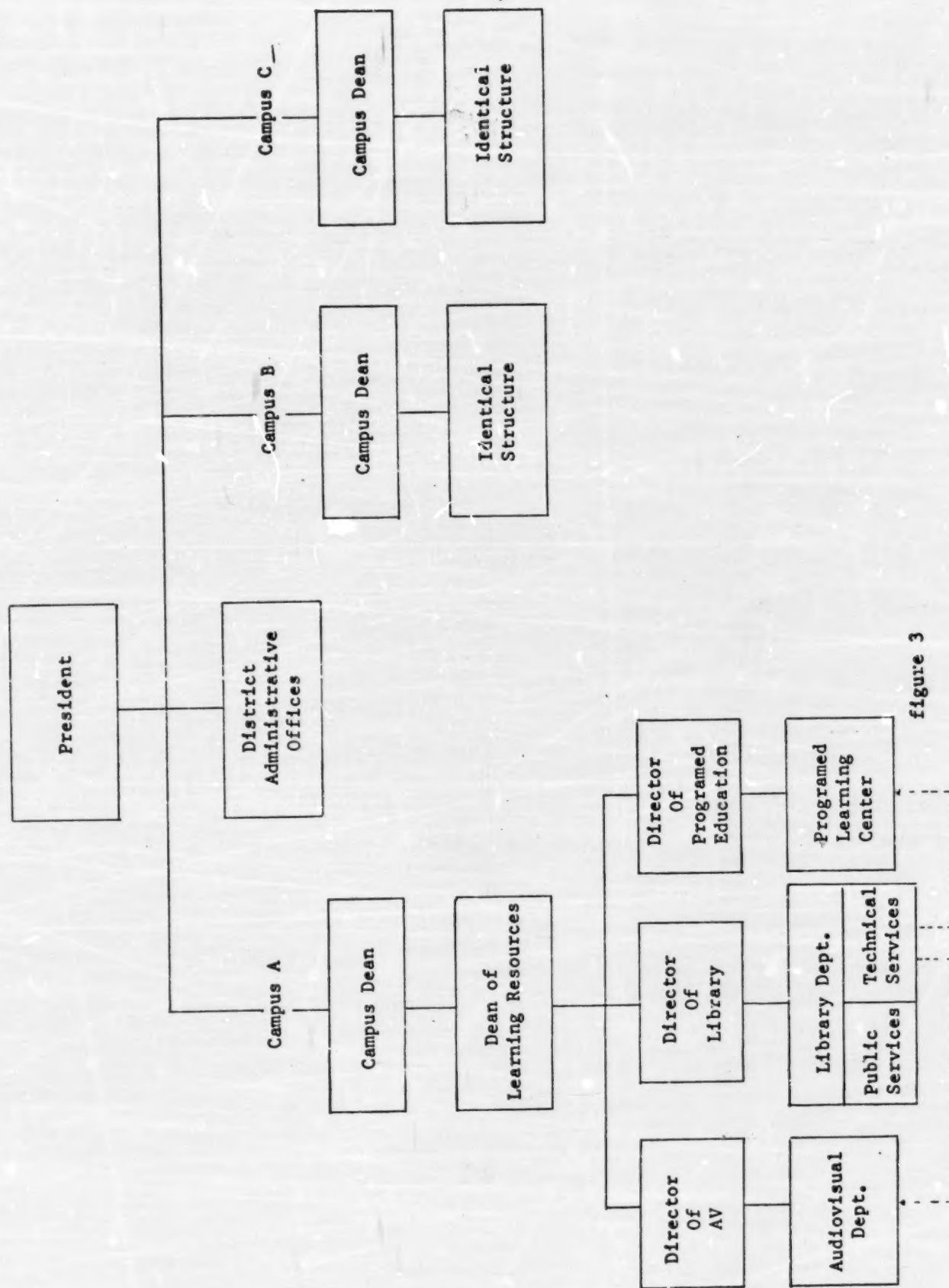


figure 3

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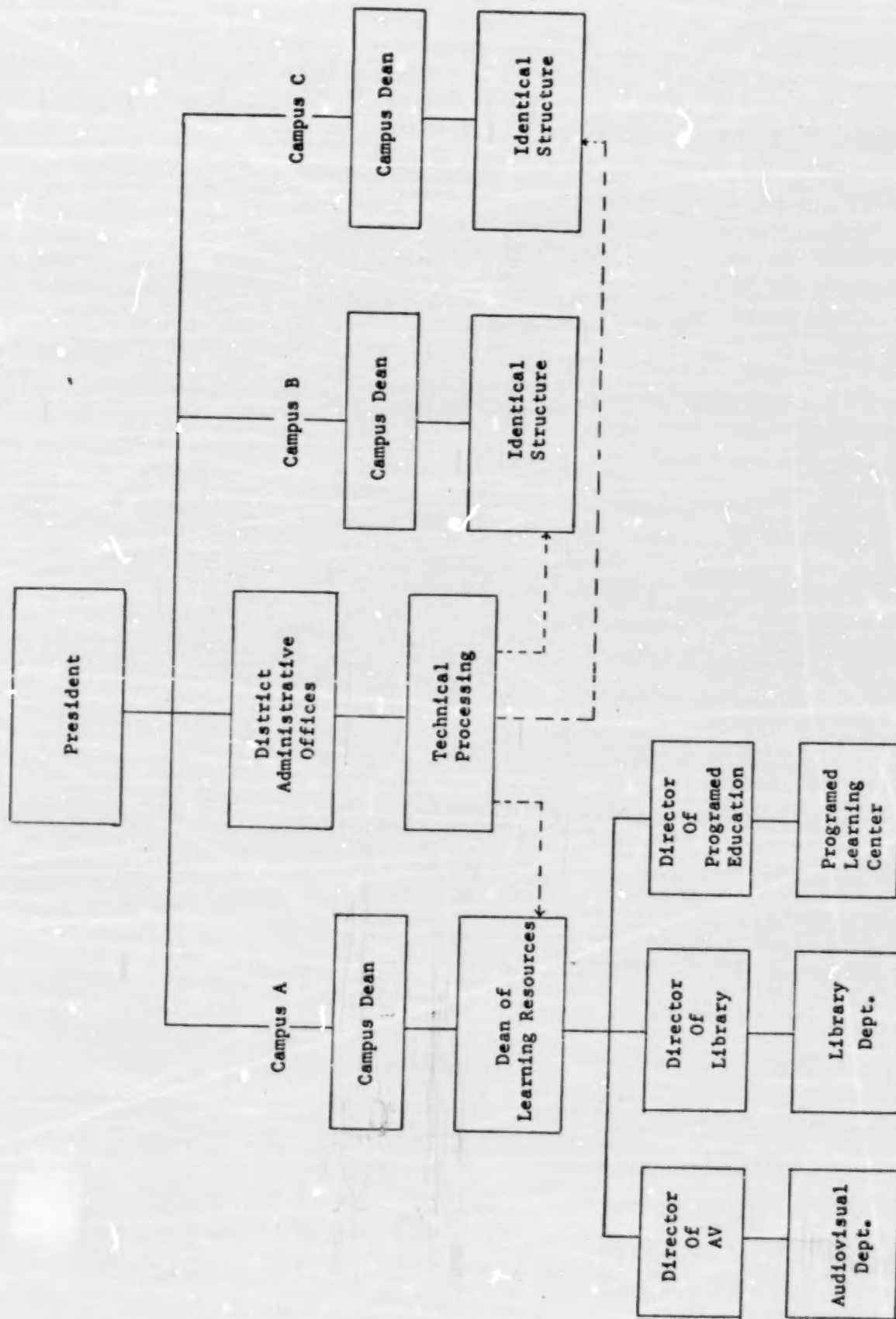


figure 4

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